

*The preservice teacher
knows the discipline ...*

*English for Speakers of Other
Languages Education*
(Kindergarten - Grade 12)

Introduction

The following competencies are intended to clarify Standard 1.1, "... knows the discipline," in the N-STEP process. The competencies are firmly rooted in the profession's best knowledge and practices. They are drawn from standards and guidelines established by Teachers of English to Speakers of Other Languages (TESOL). The competencies are broadly stated with the intent that teacher preparation institutions will determine the breadth and depth of material for meeting the competencies. The statements represent the minimum expected of beginning teachers in order to be licensed to teach.

Minimal skill levels center on linguistics, language and culture, second language acquisition, approaches to ESOL instruction and language competency. Competencies emerging from these categories relate to the development of knowledge teachers need to help students of diverse language backgrounds develop the language skills needed to ensure access to the school curriculum.

Teacher training institutions will provide candidates who:

1. Advocate for the equitable educational treatment of students in general and students of diverse language backgrounds in particular;
2. Collaborate in their classroom work with ESOL/Bilingual colleagues, regular classroom teachers, school administration, paraprofessionals, parents, and community members;
3. Evaluate the effectiveness of their advocacy and collaboration with respect to achieving equitable education for students; and
4. Demonstrate willingness to engage in on-going professional development activities.

The English for Speakers of Other Languages competencies have been developed to correlate with the following documents:

- Missouri's Show-Me Standards, abbreviated as:
CA 1,4 = Communication Arts section, statements 1 and 4
SS 2 = Social Studies section, statement 2
G 1 = Goal 1, all statements
- "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States," Teachers of English to Speakers of Other Languages as printed in the Directory of Professional Preparation Programs in TESOL in the United States and Canada abbreviated as:
TESOL A3 = section A(The Role of the English-as-a-Second-Language teacher in American Schools), statement 3
- Missouri's minimum Certification Requirements for English for Speakers of Other Languages, K-12 abbreviated as:
III C = section III (Professional Requirements for ESOL), statement C (Second Language Acquisition)

The beginning teacher of English for speakers of other languages will demonstrate a knowledge of and/or competency in the following areas of study:

1. Linguistics	<ol style="list-style-type: none"> 1. The principles which characterize all human language systems; (G 1, 2; TESOL A1, B4, C1a; CR III A) 2. The principles which characterize the English language; (CA 1; G 1, 2; TESOL A1, B4, C1a; CR III A) 3. The comparison of non-English language systems to the English language; and (G 1, 2; TESOL A1, C1a; CR III A) 4. The functions of language in social and academic settings. (CA 4; G 1, 2; TESOL A1, C1a; CR III A, B)
2. Language and Culture	<ol style="list-style-type: none"> 1. The impact of culture on perceptions, communication (verbal and non-verbal), behaviors, and learning; (SS 6; CA7; G1, 2; TESOL A1, B1, C1c; CR III B-C, G) 2. The role of world politics, economics, history, and geography in shaping belief systems; and (SS 1, 3-5; G1, 2; TESOL A1, B8; CR III B) 3. The dynamics of cross-cultural interactions. (SS 6; G 1, 2; TESOL A1, B8, C1c; CR III B, C)
3. Second Language Acquisition	<ol style="list-style-type: none"> 1. The development of theories and models of second language acquisition; (G 1, 2; TESOL A1, B5, C1b; CR III C-D, G) 2. The emotional, social, and intellectual implications of the process of learning a second language while maintaining the first language; (HP 2; G 1, 2; TESOL A1, B5, C1b; CR III A, C, G) 3. The analysis and comparison of first language and second language acquisition; and (G 1, 2; TESOL A1, B5, C1b; CR III A-C, G) 4. Learning styles and strategies as they relate to the second language learner in a cross-cultural setting. (G 1, 2; TESOL A2, B3, 5; CR III A, C, G)

The beginning teacher of English for speakers of other languages will demonstrate a knowledge of and/or competency in the following areas of study:

4. Approaches to ESOL Instruction	<ol style="list-style-type: none"> 1. Selection, administration, and interpretation of equitable formal and informal assessment tools appropriate to the cognitive, academic, and social development of students from diverse language backgrounds; (G 1, 2, 3; TESOL A2, B7, C2c; CR III D-E, G) 2. Strategies for using English as the language of instruction to develop social and academic language proficiency in the second language learner; (M 1-6; SS 1-8; CA 2; G 1, 2, 3; TESOL A4, C2b; CR III A, D-E, G) 3. Strategies for selecting, organizing, adapting, and evaluating content area materials for students from diverse language and educational backgrounds in a cross-cultural setting; (CA 5; SS 1-8; G 1, 2, 3; TESOL A2, 3, 4, B6, C2b; CR III B, D-E, G) 4. Strategies for advocating and collaborating on behalf of students from diverse language backgrounds; and (G 1, 2, 3, 4; CR III D-E, G) 5. Legal issues affecting students from diverse language backgrounds. (SS 6-7; G 4; CR III D-E, G)
5. Language Competency	<ol style="list-style-type: none"> 1. Proficiency in a second language; and (HP 2; G 4; TESOL C1b; CR III B-C, G) 2. Native or near-native proficiency in standard English (listening, speaking, reading, and writing). (G 4; TESOL B2; CR III A, D-G)